

YEAR 7	
Science	Geography
<p>Science understanding</p> <p>Biological sciences</p> <ul style="list-style-type: none"> Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys (AC9S7U01) <p>Earth and space sciences</p> <ul style="list-style-type: none"> Model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides (AC9S7U03) <p>Science as a Human Endeavour</p> <p>Nature and development of science</p> <ul style="list-style-type: none"> Explain how new evidence or different perspectives can lead to changes in scientific knowledge (AC9S7H01) <p>Use and influence of science</p> <ul style="list-style-type: none"> Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations (AC9S7H03) 	<p>Skills</p> <p>Interpreting and analysing geographical data and information</p> <ul style="list-style-type: none"> Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships (AC9HG7S03) <p>Concluding and decision-making</p> <ul style="list-style-type: none"> Identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts (AC9HG7S05) <p>Knowledge and understanding</p> <p>Water in the world</p> <ul style="list-style-type: none"> Classification of environmental resources and the way that water connects and changes places as it moves through environments (AC9HG7K01) The location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water (AC9HG7K02) The economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians (AC9HG7K03) The causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments (AC9HG7K04)

Cross-Curricular Priorities

Aboriginal and Torres Strait Islander Histories and Culture

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (A_TSICP1)

Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing (A_TSIC2)

Sustainability

Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (SS1)
- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments (SS2)
- Social, economic and political systems influence the sustainability of Earth's systems (SS3)

Design

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems (SD1)

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change (SF2)